

Chabot College Curriculum Handbook 2014-15 (Draft)

TABLE OF CONTENTS

Draft Contents Outline:

1. Charter and Membership of the Curriculum Committee
2. Curriculum Review process at Chabot
3. Putting Together a Proposal
4. Reviewing a proposal
5. Appendix
6. Resources

1.The Curriculum Committee

1.1 Committee Charge and Charter

Charge

- Apply Title 5 and Board policies in review of course and program proposals.
- Recommend and oversee the development of new courses and programs.
- Recommend course outlines of record and new program applications for those courses and programs.
- Recommend requirements for the associate degree and certificate programs to the Academic Senate for approval.
- Recommend and oversee course proposals for transmittal to CSU and UC to meet General Education Breadth and IGETC requirements.
- Recommend prerequisites, co-requisites, and advisory preparation for courses and programs to the Academic Senate for approval.
- Recommend and oversee courses taught by distance learning.
- Assist the Office of Academic Services with the development of the catalog and class schedules.
- Recommend and oversee regulations and policy for Distance Education.

Membership:

Membership of the Curriculum Committee is not open, however its meetings are; and interested parties are encouraged to be present and contribute to the items under discussion when recognized by Curriculum Committee Chair. Keeps and posts minutes on the web. For meeting dates, time and location go to: www.chabotcollege.edu/curriculum

- Chair: A faculty member appointed by Academic Senate.
- Members:
 - Administration (3): ices (Ex-officio).
 - Vice President of Academic Serv
 - Dean of Counseling (Ex-officio).
 - Dean appointed by President (Ex-officio).
 - Academic Senate (*): One representative selected from each Academic Division (Recommended by Academic Divisions, Library, and Counseling. Approved by the Academic Senate).
 - Faculty Association (1):
 - Classified Senate (2):
 - Transcript Evaluator (Ex-officio).
 - Articulation Technician (Ex-officio).
 - Associated Students (1): Appointed by Associated Students.

1.2 Roles of Division Representatives

As a Division Representative you are expected to...

- Be knowledgeable of Title 5 regulations as pertaining to curriculum under the division you represent.
- Act as communication liaison between your division and the Curriculum Committee.
- Be knowledgeable of the resources available for curriculum development, both on the Chabot web site and state curriculum resources.
- Be knowledgeable of the necessary details for preparation of a curriculum proposal using CurricUNET.
- Within your division act as the primary resource person for new curriculum proposals and communicate this information to the Curriculum Chair.
- Review and approve proposals from your division before they enter the CurricUNET approval process.

1.3 Responsibilities of the Chair

- Serve as a resource for faculty and administrators regarding curriculum and CurricUNET issues
- Prepare agendas for Curriculum Committee meetings
- Plan, organize, and preside over Curriculum Committee meetings
- Set calendar of Curriculum Committee meetings
- Refer issues to the Curriculum Committee for discussion and consideration
- Provide curriculum training for faculty and orientation for new committee members
- Attend college and district committees as appropriate
 - PRBC
 - Academic/Faculty Senate
 - SLOAC
 - COOL
 - District Curriculum Council (currently not meeting)
- Attend local and state curriculum meetings as appropriate
 - Particularly the annual Curriculum Institute
- Keep informed of curriculum standards, including Title 5, Chancellor's requirements, ASCCC good practices, and accreditation
- Oversee development of new and revised curriculum, including new course proposals, course modifications, course deletions, new and modified program proposals, and prerequisite reviews
- Coordinate/liaison with Articulation Officer on curriculum-related matters

- Coordinate/liaison with the Vice President of Academic Services on curriculum-related matters
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2. Curriculum at Chabot

2.1 Introduction

The course outline of record is the primary guidance document for faculty who will teach and for students who will take a course. It is the basis upon which a syllabus is prepared. It provides guidance to the library in terms of what resources are needed to support a course. It must meet Title 5 requirements (state Education Code statute). It provides guidance to the college concerning resource impacts. It is used by evaluators to determine whether and how a course will transfer to other institutions. Your proposal may impact existing offerings in your own and other divisions as well as other programs, degrees, or certificates. As your proposal is prepared and evaluated, all these factors and impacts are considered.

1.1 Kinds of Proposals

The content of a proposal may include one or more of the following:

- Program
- Certificate or degree
- Course

A variety of actions may be proposed:

- Deletion
- Revision
- New

The curriculum process recognizes that the combination of action and content of a proposal can be differentiated into three “categories” or levels of impact to the curriculum.

- **Major:** major impacts require review and acceptance by the committee. Actions that fall into this area include:
 - major change in Catalog Description, Objectives, or Content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the *Curriculum Standards Handbook*.
 - change in units and hours
 - changes in number of repetitions
 - changes to credit/no credit status
 - changes to prerequisites
 - changes to delivery mode (distance education, for example)
 - offering a course in experimental status
 - determination of imminent need to initiate expedited approval

- **Minor:** minor impacts can be accepted by the committee without discussion. Actions that fall into this area include:
 - minor, non-substantive changes in Catalog Description, Objectives, or Content
 - change in course number (within college policy),
 - change in course title
 - add/drop from an Associate degree or certificate program (must continue to be of two-year or less duration)
 - add/drop from the Associate degree general education list
- **Informational:** are simply accepted by the committee and do not require a vote. Actions that fall into this area include:
 - changes in term length (as long as the Carnegie relationship is maintained),¹
 - changes in the Text and/or Instructional Materials,
 - changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor and continue to enable students to meet objectives and fully cover the stated content), and
 - addition of a focus area to a special topics course list for the next letter in the sequence.

1.2 Steps in the Curriculum Process at Chabot College

Please see Figure 1 for a flow chart of the process. The key to a successful proposal is starting early and staying on top of your process! Take the time to consult with colleagues in your discipline, in your division, within the college (Articulation Officer and divisions whose classes and programs may be affected by your proposal), and at Las Positas College. Take the time to review similar courses at other institutions and to consult the guiding documents provided in our reference list, most specifically, relevant sections of Title 5.

Getting Ready: 12-8 weeks (or more) in advance

- Read this document carefully. Proposals need to be prepared significantly in advance of the actual date when a proposal is discussed with the Curriculum Committee. You may need to prepare your proposals in the spring or begin work before classes begin in the fall in order to make submission deadlines.
- Review the guidelines for a Course Outline of Record (COR) in Section 2.
- Start thinking about your proposal:
 - Determine your goals for the course or program you are proposing.
 - What student, institutional, community needs is the course or program addressing?
 - Do other courses fulfill these needs? If so, why are you proposing this course?

¹ In some cases, term length changes may affect pedagogy. For example, condensing a semester length course to two weeks or an exclusive Saturday format would trigger the need for review of course structure. See more detailed information starting on page X.

- What degree requirements do you want the course to fulfill?
- What will be the expected outcomes students need to achieve? Given the competencies of the target population, the time, and the resources, are the outcomes feasible?²
- What information, process, attitudes, and values constitute the content of the course or program? How are content elements related to specific expected student outcome for the course or program?
- What kinds of learning activities and materials will you use?
- What criteria will you use to evaluate the adequacy of the students' progress and achievement? What instruments or procedures will you use to collect evidence of students' progress and achievement?
- Faculty members should consult with faculty in their areas and in other disciplines impacted by their proposals, both at Chabot and LPC. For information on LPC discipline representatives, contact the Los Positas Curriculum Committee. Include advisory committees and others as appropriate. Let them know your ideas; work through concerns. Differences and concerns should be resolved by faculty, with support from the deans, prior to presentation to the Curriculum Committee.
- New programs or degrees will require an application to the state. Research what information your application will require and begin collecting that information. (See Appendix A).
- Associate Degrees for Transfer (AA-T's and AS-T's) will need additional information. A consultation with the Articulation Officer will be helpful.
- Develop a draft course outline or program page. Share that draft with other faculty in your discipline, both here at Chabot and at Las Positas, in related or affected disciplines. Inform disciplines that may be impacted by your proposal. It is your responsibility to identify these disciplines and to communicate with them.
- Consultations are necessary with the Library and the Articulation Officer. If you intend to offer the class in distance education modalities, completing the distance education process is needed.
- Complete a Statement of Rationale including an Abbreviated Course Description for the *Class Schedule*, and the balance of any additional forms needed to assemble a complete Curriculum Presentation Packet.

Begin CurricUNET process: 6 weeks in advance

- Enter your course outline into CurricUNET. See Appendix B for guides on using CurricUNET. Your division representative and the curriculum committee chair can also help.

Submit Proposal in CurricUNET: 4 weeks in advance

² Diamon, Robert H. *Designing and Assessing Courses and Curricula*, San Francisco, Jossey-Bass Publishers, 1998.

- After all of the required information has been entered into CurricUNET, you must submit the proposal. Note that after this point, you will **not** be able to make changes unless the proposal is returned to you in CurricUNET.

Proposals Launched by Division Dean in CurricUNET: 2 weeks in advance

- Proposals are officially Launched into the CurricUNET approval process after approval by the following people:
 - Division dean
 - Division curriculum representative
 - Division SLOAC representative
 - Las Positas faculty member (for shard courses/programs only)

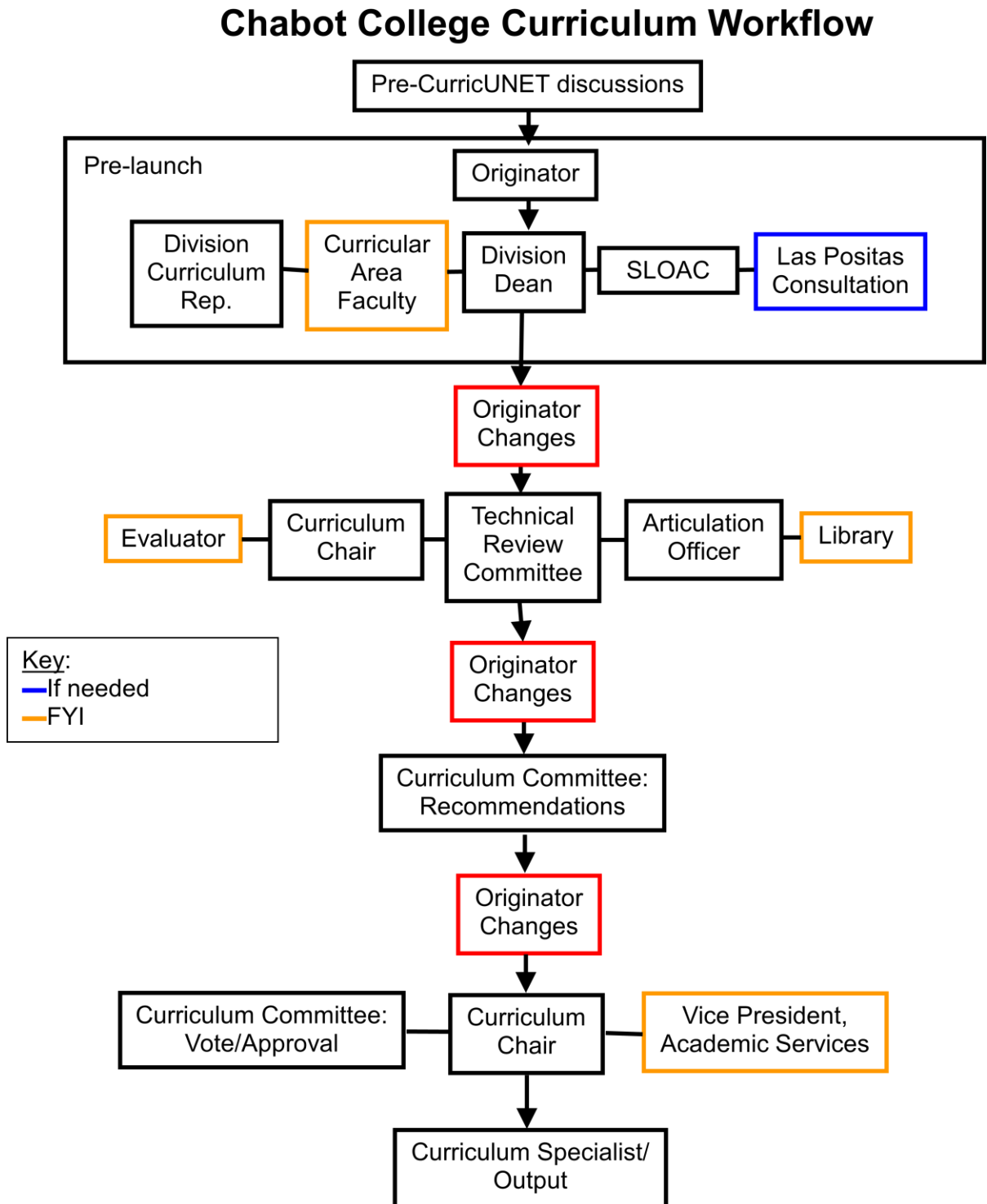
Presentation Date

- Present the proposal to the Curriculum Committee on the specified date. For most weeks during September, October, and November, a division will present. From year to year, a rotating schedule is used to balance the pressure of presenting early with the relative freedom of presenting late. If possible, extremely minor changes/corrections will be made during the presentation, so as to avoid any further processing.

Completion: One week later

- Within one week after the presentation date, agreed-upon changes to the proposal must be made and submitted via CurricUNET. The committee may request that substantially changed pages be resubmitted to the Curriculum Committee members at the meeting immediately following the presentation. The last week in the semester also may be used (at the committee's discretion) to process substantially revised proposals. If proposals cannot be revised and resubmitted to the committee in a timely way, the proposal may need to be tabled until the next curriculum cycle (next year). When approved, your proposal will be integrated into the College Catalog, posted on the college website, and become the reference for the course or program. The College Catalog is only printed every other year, and an addendum is printed in the "off" year, so it may take up to two years for your new program to appear in the catalog. Articulation of your course to UC, CSU, and IGETC will take an extensive period of time, and **until the Articulation Officer is notified of the approvals, courses may not be noted as transferable**, except as an elective. Program proposals must be forwarded to the state as soon as possible.

Figure 1: Chabot College Curriculum Process



Description of Chabot College Curriculum Workflow Presentation

- Pre-CurricUNET discussions: any conversations with colleagues regarding the course/program.
- Proposing faculty input proposals, which then go to the first level of review. Changes may be requested/made at this level:
 - Division dean (approval required)
 - Division curriculum representative (approval required)
 - Division SLOAC representative (approval required)
 - Las Positas Consultation (approval from a designated discipline colleague at LPC; required only for courses with shared rubric and number)
 - Curricular Area Faculty (FYI notification)
- Once the dean, curriculum rep, and SLOAC rep (and LPC colleague if needed) approve the proposal, it is *Launched* into CurricUNET.
- The proposal goes the next level of review. Changes may be requested/made at this level:
 - The Technical Review Committee Chair (approval required)
 - The Articulation Officer (approval required)
 - The Curriculum Chair (approval required)
 - Evaluator
 - Library
- The next level of review is review and discussion by the Curriculum Committee. Changes may be requested/made at this level.
- After review, the Curriculum Committee will vote/approve (the Committee will vote on the proposal, with the chair tabulating votes and giving final approval in CurricUNET to the course). At this point the Vice President of Academic Services receives FYI notification of the approval.
- Lastly the proposal goes to the Curriculum Specialist for final output to the state.

- Putting Together a Proposal

The following material is an amalgamation of material from the State Chancellor's Office (in Times Roman) interspersed with Chabot College Curriculum Committee prepared text that provides local practice and philosophy (**in Verdana**).

2.4 Statement of Rationale (the cover page)

The elements of the Statement of Rationale reflect requirements from a variety of state standards and guidelines, which provide the defense (or rationale) for the course. The state has established key criteria:

- All courses should be appropriate to the mission of the community college system, as defined in California Education Code § 66010.4.
- The outline must clearly state the course's role in the fulfillment of a degree, certificate, transfer, or other need.
- How the course relates to, or differs from, similar courses should be distinguished.
- The primary course purpose must be clearly stated to allow evaluation of objectives.
- New career technical and transfer programs place external research requirements on demonstrating need for these programs and courses.

The need statement should establish the role of the course in the major programs or general education areas in which it is designed to serve. If it is a standalone course, not part of a program, its role in the college's curriculum should be explained. In particular, this rationale should point out the reason that existing courses do not meet this identified need and clearly distinguishes the role of the proposed course from that of similar courses.

Courses and programs must be reviewed periodically. Vocational courses are reviewed every two years and all other courses are reviewed every six years. As a consequence, throughout your proposal the review date is identified. You may use a single statement of rationale for multiple course deletions or textbook changes (copies of the affected CORs must be attached).

Our practice is to also identify a number of other elements, including the general status of the course and type of proposal in the *Statement of Rationale (Tables 1 and 2)*. In completing the rationale, the course rubric, number, and title are specified. In the "A" section, you specify what your proposal entails. ALL new proposals and revisions will require articulation, even the most minor of changes. In the "B" section, you provide your defense of the course. In the "C" section, you specify the grading option: letter grade or PASS/NO PASS. In section "D" you indicate who has participated in the consultative process. In the "E" section, you provide the impact of the proposal on college resources, and, if necessary, affirm that your new program proposal is ready to forward for state approval. Finally, you provide the abbreviated course description for the class schedule. Many faculty tend to make the catalog description and the class schedule description identical. This is not required.

The course identification specifies the rubric (or discipline). However, there are areas where multiple disciplines share content, courses in film and welding, for example. If a course you are proposing crosses disciplines, a consultation with other disciplines is necessary. Moreover, the state guidelines are helpful in understanding the ramifications when courses are cross-listed or specified as *interdisciplinary*.

- The discipline(s) to which this course will be assigned to must be determined.
- Proper assignment of a course to discipline(s) ensures that faculty with the appropriate expertise will teach the course.

This assignment helps describe the course by classifying it in a discipline (e.g., History 103 is clearly a history course and would be assigned to the History discipline) and also indicates what academic and occupational (if it is for a non-master's degree discipline) preparation is needed to teach the course. ... some courses are cross-listed ... meaning a faculty member meeting the minimum qualifications of *either* discipline would be able to teach the course. Some courses can also be listed in the *Interdisciplinary* discipline, which is the combination of two or more disciplines--the faculty member must meet the minimum qualifications of one of the disciplines listed for that Interdisciplinary discipline **and** have preparation in each of the other disciplines listed for the Interdisciplinary discipline.

Finally, the proposal must specify whether the course is a degree-applicable credit course or a nondegree-applicable credit course, or the course is not for credit. Faculty should be aware that there are differences in how the college is compensated for courses. Ultimately, curriculum decisions must be made for the benefit of the student; however, sensitivity to revenue impacts is appropriate.

There are seven standards for approval that apply to degree-applicable credit courses, of which four apply to nondegree-applicable credit courses. *Grading policy, units, intensity, and prerequisites and corequisites* apply to all credit courses. *Basic skills requirements, difficulty and level* apply to degree-applicable credit courses only. These standards are the criteria by which the developer's intention to ensure quality will be assessed for college or pre-college level instruction. *Intensity, difficulty, and level* are not reflected as discrete elements in the course outline of record but rather these standards are met within the totality of the course outline.

For degree-applicable courses, *difficulty* calls for critical thinking, understanding and application of concepts at the college level and *intensity* sets a requirement that *most* students will need to study independently, possibly for periods beyond that of the total course time defined by the unit(s). The outline should build the case that students will be required to study independently outside of the class time (*intensity*). Reading, writing and other outside assignments qualify to fulfill both "study" time as defined in the credit hour and the "independent study" required to demonstrate *intensity*. The course developer who creates a course based solely upon laboratory/activity or lecture time with no designated outside study time (e.g., students are in the class all 48 hours per unit) will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The *level* standard requires college level learning skills and vocabulary.

For nondegree-applicable credit courses, the *intensity* standard requires instruction in critical thinking and refers to the preparation of students for the independent work they will do in degree-applicable courses, including the development of self-direction and self-motivation. The *level* standard is also not required for nondegree-applicable courses, but factors such as the *units* standard should reflect course workload variations appropriate to the developmental level of the students. And nothing prohibits a nondegree-applicable course from having elements that do meet these two standards.

There is one standard for approval for noncredit courses, which is a broader standard that places the burden upon the curriculum committee for determining that the level, rigor and quality is appropriate for the enrolled students.

2.4 Course Outline of Record (COR)

The sections of the Course Outline of Record also reflect requirements from a variety of state standards and guidelines (Tables 3 and 4).

Also note that a course outline of record is recognized as a contract between the college and the student containing the requirements and components of the course, whereas a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments.

The major sections are as follows: Catalog Description, Prerequisite Skills, Expected Outcomes for Students, Course Content, Methods of Presentation, Assignments and Methods of Evaluating Student Progress, Textbooks (Typical), and Special Student Materials. A few notes about Chabot practice with regard to these sections.

- **Catalog Description:** provide the key information a student needs to know about the course and to differentiate it from other courses in the discipline. Use brief phrases. This description begins with the course number and name, and its repeatability (see below). Any special requirements (not expected by the average student) that could present a logistical or financial barrier to students should be specified; for example, note if your course requires field trips or a personal set of golf clubs or a digital camera. Pre- or corequisites or other advisories must be stated, as are the units (number of hours of lecture and/or laboratory), its transfer status, and the contact hours.

Determining hours may be one of the most challenging aspects of writing your proposal. Here is some background information on Carnegie units, again provided by the Academic Senate for California Community Colleges (with slight edits).

CARNEGIE UNIT

The relationship between hours of student work and units earned is known as the Carnegie formula. As specified in Title 5, it is:

Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.

Notice that the regulation requires the Board of Trustees to adopt a policy specifying the relationship between units and lecture and/or lab hours or performance criteria. The total is to be three hours of student work per week over a full semester to earn one unit, but those hours may be earned in a variety of settings. The relationship between hours and units is further delineated in Title 5:

One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

For work experience courses, the relationship is that one unit of credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience activity within a semester, as stated in Title 5 :

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55256.5.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:

(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

It is important to immediately recognize the relationship between categories of student time spent in lecture/lab/discussion etc., and the faculty load earned for compensation purposes. These two issues, student hours and faculty load, are distinct, and colleges are cautioned against applying a single standard to meet both needs. An example will help to illustrate the point. A semester-based course is offered with a three-hour lecture and three-hour lab each week. The faculty determine that two hours of outside study are needed for each lecture hour but not a substantial amount of outside work is needed each week for students to keep up with the lab. The Carnegie relationship thus determines that students will earn one unit for

each lecture hour and one unit for the three lab hours for a total of four units. Suppose that the bargaining agreement has specified how faculty load is determined. This means that the number of class hours, as lecture or laboratory, will affect such load. However, there might be variations in load considerations that not only include lecture and lab hours, but also preparation time and/or evaluation of student work (e.g., composition classes). The decision for student units is an instructional consideration, i.e., an academic and professional matter, and should not be connected to the decision on faculty load, which is a bargaining issue. The point is that the decision for student units is not and should not be connected to the decision on faculty load. The curriculum approval process and the determination of faculty compensation should follow distinctly separate processes. Curriculum committees must not become involved in faculty load issues!

In evaluating a course for purposes of awarding student units, curriculum committees should consider both the specified in-class hours and the expected out-of-class hours. Note that Title 5 requires substantial student assignments to be performed outside of class. It must be clear upon review of the course outline of record that the total of in-class and out-of-class work totals three hours per week for each semester unit. If that level of work is not apparent, originating faculty should be asked to provide further information.

Recall that Title 5 allows for the granting of units based on performance criteria specified in the course outline rather than hours of student work. This method is most appropriate for open entry/open exit, independent study, and distance education courses due to the fact that these types of courses do not have regular weekly meeting hours. It is recommended that curriculum committees require a written rationale for such courses specifically detailing the expected hours of student work. Note also that funding of such courses follows different standards. For the most part, open entry/open exit courses require positive attendance accounting while independent study and most distance education courses follow an apportionment formula based on equating units to hours (see Title 5). ... Units for courses with term lengths other than a full semester will be prorated based on the above relationships.

CATALOG DESCRIPTION

Course descriptions (in fact, the COR of courses that have the same rubric as that of Las Positas) must be identical. Changes to courses must be made in concert or the rubric must be changed. At this time, we strongly advise against making changes without similar changes being made at Las Positas College, which is NOT the same as obtaining their consent to your changes. There are differences in policy between the two colleges on this matter, which are at this time, under district evaluation. As a consequence, we are requiring faculty to take extreme care when revising existing courses that are shared between the two colleges.

... Faculty, staff and students at other colleges use catalog descriptions to evaluate the content of the courses transfer students have taken at the originating institution. Outside reviewers, such as accreditors and compliance monitors, base their assessments on the information printed in the catalog.

The heart of the catalog description is the summary of course content (course description). It should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum. It should be brief enough to encourage a quick read. ...

It is helpful to students to include a statement about the students for whom the course is intended. Examples include "first course in the graphic arts major" or "intended for students in allied health majors."

Courses regularly offered on a short-term basis may be specified as well: "9-week course" or "Saturday course; see page 42 for more information." Be sure to follow unit and credit hour requirements of Title 5 §55002.5. Prerequisites, corequisites, and advisories can be listed in conjunction with placement assessment alternatives, along with limitations on enrollment as well as any other skills required or recommended.

... Some courses may be taken multiple times if appropriate criteria are met. Those courses will need to be designated by the district as repeatable. This is expressed in the catalog description as "May be taken N times for credit." In the case of a repeatable variable unit course, it may be necessary to list total units which may be earned by repetition. "Variable Units - May be repeated, students may not exceed 16 units."

UNITS

- One Credit Hour or Unit should encompass no fewer than 48 hours of coursework (course time in or out of class).
- The course outline of record should justify or validate these hours relative to the units being listed.
- Articulation agreements and other external factors may need to be considered.
- While examples often rely upon using the traditional 3 hours per week to determine a Unit, the Credit Hour or Unit is more appropriately defined by hours per course, which more easily allows for alternative term lengths.

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from semester to semester, and skill courses where a student registers for the number of units he/she anticipates completing.

CONTACT HOURS

Title 5 requires that the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. For the traditional lab course where the students attend each of the 48 hours per credit hour in class, this value would simply be 48 times the number of unit credit hours. For a 1-unit lab, this is listed as 48 contact hours; or for 2 units, it would be 96 contact hours. In the case of a traditional lecture course where the student is expected to spend 16 hours per unit in class and 32 hours per unit in study time, the contact hours would be 16, 32 or 48 hours for a 1, 2, or 3 unit course, respectively.

There is no Title 5 requirement that courses be so traditionally scheduled. For example a three-unit lecture course could meet 4 hours per week, and the students would be expected to study and do homework the other 5 hours per week. Combined lecture, lab, and activity courses are not uncommon in the career technical fields. An example would be a course which earns three units, with 2 hours of lecture, 4 hours of homework, and 3 hours of lab activities per week. This would generate a total of 5 contact hours per week.

- Prerequisite Skills or Enrollment Limitations: specify the skills, using active verbs, or state none. The section begins with the phrase: “Before entering the course, the student should be able to:” What follows is a list, so each skill specification begins with a capital and ends with a semicolon, except the last one, which ends with a period.

PREREQUISITE SKILLS and LIMITATIONS ON ENROLLMENT

- Any course requiring another course as a requisite must demonstrate the need through one of several methods.
- Validation, when required, at a minimum must include a content review described below.
- For pre- and corequisites, the course outline must document entry skills without which student success is highly unlikely.
- For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.
- Requisites may have implications for articulated courses.
- Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. ... In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

...Colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed.

Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the course outline of record, such

should be well defined and be as measurably objective as possible. ... If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this be done in less than one minute would be extreme.

EXPECTED OUTCOMES

- Expected Outcomes for Students: This list begins with the phrase “Upon completion of the course, students should be able to:” Each item ends in a semicolon, except the last one, which ends with a period. Each item should begin with a measurable/active verb (Appendix D). Despite the use of the term outcome, AT THIS TIME, this section does NOT specify the student learning outcomes (SLOs) for the course. While one or more SLOs must be defined for all new or revised courses and that specification be included with your proposal, those SLOs are not currently part of the COR (Appendix B).

The purpose of this section is to convey the primary components leading to student achievement of the course’s intent. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning. They bring to the forefront what must be focused upon by any faculty delivering the course. ... hundreds of specific learning objectives do not have to be so thoroughly documented such that each one is listed. These can be distilled down to a manageable number, commonly no more than twenty for a typical 1 to 3 unit course, and are often fewer than ten. The key is grouping individual items into sets which share commonalities.

... Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics such as Bloom's Taxonomy, a summary of which appears below. ... The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class.

Bloom’s Taxonomy

Verbs Demonstrating Cognitive Activity					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know	restate	apply	analyze	compose	judge
identify	locate	relate	compare	produce	assess
relate	report	develop	probe	design	compare
list	recognize	translate	inquire	assemble	evaluate
define	explain	use	examine	create	conclude

recall memorize repeat record name recognize acquire	express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude	operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize	contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate	prepare predict modify tell plan invent formulate collect set up generalize document combine relate propose develop arrange construct organize originate derive write propose	measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer
--	---	---	--	--	---

... every objective need not target the higher levels of critical thinking as defined in Bloom’s chart above. So “list proper safety protocols for handling toxic fluids” may not meet the difficulty standard, but it is still an appropriate objective. ... Additionally, the objectives should in some way pair in terms of need with the requisite entry skills, if such are listed. A course objective that calls for a student to be able to work with differential equations should properly pair with the entry-level skills of Calculus I and Calculus II.

Choose terms from Bloom’s taxonomy that can be measured.

- **Course Content:** the course content lists major topics, activities, or areas covered in the course. Use parallel construction among your entries. Items in Course Content must correlate with the items in the Expected Outcomes. *If your course specifies a lecture and laboratory, two content sections must be provided.*

CONTENT

The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline. ... The content items

should as a whole also somewhat match or pair with any requisite entry skills if such are listed/required.

- **Methods of Presentation:** List the ways in which course material is delivered (small groups, lecture, discussion, etc.). Numbered list items end in a period.

METHODS OF PRESENTATION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must "*specify types or provide examples.*" Thus faculty have the freedom to select instructional methods to best suit their teaching style. Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other, and with their environment.

... keep in mind that the assignments and methods of instruction and evaluation must be appropriate to the stated objectives. In particular, because the learning experiences must either include critical thinking, or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation.

- **Typical Assignments and Methods of Evaluating Student Progress:** This section breaks into two numbered subsections, each containing an itemized list. Assignments should be 'typical,' that is, write as if addressing your students. Provide the level of detail and content that would be provided in class. The methods section should specify the types of assessment methods that could be used.

ASSIGNMENTS

Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must "*specify types or provide examples.*" The assignments used by the instructor are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives.

METHODS OF EVALUATION

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "*specify types or provide examples.*" ... In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of

instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

Many programs with outside agency certifications have very strict attendance requirements: students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and this in turn obliges faculty to include attendance as a necessary component in evaluation. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section. ... On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation: “*The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency.*”

- Textbooks (Typical): Title (in italics), Author, Publisher, Date. The date should be the most recent edition possible. Outside reviewers are very sensitive that textbooks be up-to-date (less than five years). If the textbook is older than that, provide a one sentence justification for the use of the text.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. ... The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old.

- Special Student Materials. List any specialized materials that students will need. These include art supplies, specialized clothing or tools, or electronic media. The state note concerning these items is worth considering in COR preparation.

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course. ... There will be many cases where required instructional materials in and of themselves do not meet these standards, but a well-integrated outline will demonstrate how these materials will lead to learning that meets the standards. For example, an integrated course objective will clearly define *learning when and how to properly use safety equipment such as eye goggles*, but the required *goggles* outside of this context do not address these standards.

2.5Resources

1.3.1 Title 5 § 55002. Standards and Criteria for Courses

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The

course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Additional Requirements

Title 5 §55002 does much to establish many elements of a course outline of record, but it does not paint the complete picture of what the course outline of record must accommodate. The following list is meant to provide a broader snapshot of these additional factors, both from within Title 5 and from other sources.

Title 5, Division 6, Chapter 6.....	§55000-§55800
Alternative Course Formats	
Cooperative Work Experience Education.....	§55250-§55257
Independent Study	§55230-§55240
Open Entry/Open Exit.....	§58164
Special Topics/Activity Courses.....	§55041, §58161
Supplemental Instruction	§58168-§58172
Certificates of Achievement	§55070
Degrees/Area of Emphasis.....	§55063
Distance Education	§55200-§55210
Excursions and Field Trips	§55220, §58166
Grading policies	§55021-§55023
Noncredit Programs	§55150-§55155
Enhanced funding	§55151-§55154
Requisites.....	§55003

Resource Publications by Topic

ACCREDITATION

Accreditation Standards (Accrediting Commission for Community and Junior Colleges - ACCJC, 2002)

<http://www.accjc.org/>

***The 2002 Accreditation Standards: Implementation* (Academic Senate for California Community Colleges - ASCCC, 2004)**

<http://www.asccc.org/Publications/Papers/AccreditationStandards.html>

***Working with the 2002 Accreditation Standards: The Faculty's Role* (ASCCC, 2005)**

<http://www.asccc.org/Publications/Papers/AccreditationStandards2005.html>

ARTICULATION

***A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates - ICAS, 2006)**

<http://www.asccc.org/icas.html>

***California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council - CIAC, 2006)**

<http://ciac.csusb.edu/ciac/>

CHANCELLOR’S OFFICE GUIDELINES

Budget and Accounting Manual

<http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/tabid/331/Default.aspx>

California Community Colleges Taxonomy of Programs

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx> (see “*Taxonomy of Programs*”)

Distance Education Guidelines

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>

Implementing Title 5 and DSP&S Guidelines

<http://www.cccco.edu/AboutUs/Divisions/StudentServices/DSPS/DSPSTitle5ImplementingGuidelines/tabid/667/Default.aspx>

Program and Course Approval Handbook

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx>

Student Attendance Accounting Manual

<http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/tabid/331/Default.aspx>

CURRICULUM AND CURRICULUM PROCESSES

Critical Thinking Skills in the College Curriculum (ASCCC, 1988)

<http://www.asccc.org/Publications/Papers/CriticalThinkingSkills.htm>

Good Practices for Course Approval Processes (ASCCC, 1998)

<http://www.asccc.org/Publications/Papers/CoursApp.htm>

Information Competency in the California Community Colleges (ASCCC, 1998)

http://www.ccccriculum.info/Curriculum/DevelopCurOutline/Info_competency.htm

Information Competency: Challenges and Strategies for Development (ASCCC, 2002)

<http://www.asccc.org/Publications/Papers/InfoCompetency2002.htm>

Integrated Approach to Multicultural Education (ASCCC, 1995)

http://www.asccc.org/Publications/Papers/integrated_multieducation.html

The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice (ASCCC, 1996)

<http://www.asccc.org/Publications/Papers/CURRCOM.htm>

DISTANCE EDUCATION

Distance Learning Manual (ACCJC, 2006)

http://www.accjc.org/ACCJC_Publications.htm

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

<http://www.asccc.org/Publications/Ppr.asp>

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

<http://www.asccc.org/Events/Curriculum/Presentations2006/BinderTOC2006.htm>

MISCELLANEOUS

Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs (ASCCC, 1995)

http://www.asccc.org/Publications/Papers/joint_review_library.html

Program Review: Developing a Faculty Driven Process (ASCCC, 1996)

http://www.asccc.org/Publications/Papers/Program_review.html

Promoting and Sustaining an Institutional Climate of Academic Integrity (ASCCC, 2007)

<http://www.asccc.org/Publications/Papers/AcademicIntegrity.html>

MINIMUM QUALIFICATIONS

Minimum Qualifications for Faculty and Administrators in the California Community Colleges (California Community Colleges Chancellor's Office - CCCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/MinimumQualifications/tabid/735/Default.aspx>

Placement Of Courses Within Disciplines (ASCCC, 1994)

http://www.asccc.org/Publications/Papers/Discipline_placement.htm

Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas (ASCCC, 2004)

<http://www.asccc.org/Publications/Papers/QualificationsFacultyService.htm>

NONCREDIT

A Learner-Centered Curriculum for All Students — *The Report of the Noncredit Alignment Project* (CCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx>

Noncredit at a Glance (CCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx>

PREREQUISITES, COREQUISITES, AND ADVISORIES

Establishing Prerequisites (ASCCC, 1992)

http://www.asccc.org/Publications/Papers/Establishing_prerequisites.html

Good Practices for the Implementation of Prerequisites (ASCCC, 1997)

http://www.asccc.org/Publications/Papers/good_practice_prerequis.htm

Prerequisites, Corequisites, Advisories, and Limitations on Enrollment (CCCCO, 1997)

<http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/Prerequisites.doc>

Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment (California Community College Board of Governors, 1993)

<http://www.ccccriculum.info/Curriculum/RegulationsGuidelines/ModelDistrictPolicy.htm>

Websites and Resources

Academic Senate for California Community Colleges (ASCCC)

www.asccc.org

California Department of Education (K-12)

<http://www.cde.ca.gov/>

California Community Colleges Chancellor's Office (CCCCO)

<http://www.cccco.edu>

California State University (CSU)

<http://www.calstate.edu/>

University of California (UC)

<http://www.universityofcalifornia.edu>

Western Association of Schools and Colleges (WASC)

<http://www.wascweb.org/>

Accrediting Commission for Community and Junior Colleges (ACCJC)

<http://www.accjc.org/>

United States Department of Education (USDE)

<http://www.ed.gov/index.jhtml>

Intersegmental Committee of the Academic Senates (ICAS)

<http://www.asccc.org/icas.html>

California Intersegmental Articulation Council (CIAC)

<http://ciac.csusb.edu/ciac/index.html>

CCC Regional Consortia

<http://www.cccco.edu/divisions/esed/cte/advisories/consortia/consortia.htm>

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST)

<http://www.assist.org>

CSU Lower Division Transfer Pattern (LDTP)

<http://www.calstate.edu/AcadAff/ldtp/>

1.4 What to Look for When Reviewing Course Outlines

Need/Justification/Goals

- All courses should be appropriate to the mission of the California Community College System, as defined in California Education Code § 66010.4.
- The outline must clearly state the course's role in the fulfillment of a degree, certificate, transfer, or other need.
- How the course relates to, or differs from, similar courses should be distinguished.
- The primary course purpose must be clearly stated to allow evaluation of objectives.
- New career technical and transfer programs place external research requirements on demonstrating need for these programs and courses.

Units

- One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class).
- The course outline of record should justify or validate these hours relative to the units being listed.
- Articulation agreements and other external factors may need to be considered.
- While examples often rely upon using the traditional 3 hours per week to determine a unit, the credit hour or unit is more appropriately defined by hours per course, which more easily allows for alternative term lengths.

Contact Hours

- The expected number of contact hours for the course as a whole should be listed.
- Like units, the need for these hours should be substantiated by the other elements of the course outline of record.

Prerequisite Skills and Limitations on Enrollment

- Any course requiring another course as a requisite must demonstrate the need through one of several methods.
- Validation, when required, at a minimum must include a content review described below.
- For pre- and corequisites, the course outline must document entry skills without which student success is highly unlikely.
- For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.
- Requisites may have implications for articulated courses.
- Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

Catalog Description

- The catalog description often begins with a short paragraph (course description) that provides a well-developed overview of topics covered.
- Identification of the target audience depending on whether the course is required for the major, degree or certificate, transfer, etc., will assist students in their educational planning.
- Prerequisites, corequisites, advisories and/or limitations on enrollments must be listed.
- Designation of course repeatability must be listed.
- Lecture/lab/activity/studio hours and units are included.
- Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

Objectives

- Objectives should be stated in terms of what students will be able to do.
- Objectives should clearly connect to achievement of the course goals.
- Objectives should be concise but complete: ten objectives might be too many; one is not enough.
- Objectives should use verbs showing active learning.
- Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts.
- Each objective should be broad in scope, not too detailed, narrow, or specific.

Content

- The content element contains a complete list of all topics to be taught in the course.
- The list should be arranged by topic with sub-headings.
- Content items should be subject based.

Methods of Instruction

- The proposed learning environment is realistic to the needs of the learning experience.
- The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.
- Methods of instruction should be appropriate to the objectives.
- Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives. If other methods are used, options should be described fully.

- The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking.

Methods of Evaluation

- In addition to listing graded assignments, the course outline should describe the basis for grading or other evaluations, and relate the methods of evaluation to skills and abilities in objectives.
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.
- The difficulty standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking, and this should be reflected in the methods of evaluation.

Assignments

- Assignment examples, if provided, should reflect coverage of all objectives and content.
- Assignment examples can include supplemental reading materials beyond the required text(s).
- Optional and alternate assignment examples can and in some cases should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).
- In addition to listing graded assignments, the developer of the course outline should give the basis for grading, and relate assignments to skills and abilities in objectives. For example, say “written assignments that show development of self-criticism.” Attach examples if needed.
- Out-of-class assignments must be sufficient to show independent work.
- The difficulty standard for degree-applicable credit courses requires that assignments must reflect college-level effort, particularly in terms of critical thinking.

Required Texts and Other Instructional Materials

- This element includes the text (if required; with date of publication) and other instructional material.
- Text and other learning materials may have external requirements due to articulation requirements or certification requirements found in many programs.
- This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course.
- Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.

Appendix A: Required Information for Program Submission to the State

All programs need the following data elements:

1. Number of students completing the degree annually
2. FTEF dedicated to teaching in the degree
3. Next Program Review date
4. Approximate percentage of courses in program offered in distance ed format (choose either 0%, 1-49%, 50-99%, or 100%)

In addition, CTE programs require the following data elements:

1. Net annual labor demand
2. Approval by the CTE Regional Consortium (See Tom Clark for more details)

The following supporting documents are needed for all programs:

1. Narrative
2. Course Outlines for all courses in the degree

Transfer degrees also require:

1. Transfer documentation—one ASSIST Articulation Agreement by Major showing that required courses fulfill the majority of lower division requirements for the baccalaureate major

CTE degrees also require:

1. Labor Market Information & Analysis
2. Advisory Committee Recommendation
3. Regional Consortia Approval Meeting Minutes

Narratives should use the following format:

1. Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Master Planning
5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area

For details on these various elements, please refer to the Program and Course Approval Handbook

(http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf) or talk to the curriculum chair.

Appendix B: CurricUNET Guides

Guide 1: **LOGGING INTO CURRICUNET AND CHANGING YOUR PASSWORD.**

Log on: www.curricunet.com/chabot

user name is your Group wise name: First initial and last name in all one word..like for Groupwise.

Log in password: changeme

You need to change your password first. Select Personal Info (the very first item on the menu under Prefs)

You will see much of your contact info has already been loaded in....scroll to the bottom ... enter your new password and save this information (there is a box at the very bottom).

You now have access to the system.

Guide 2: **Course Modification Instructions**

After logging in...

1. Under **BUILD**, **Select Courses** and then **Select Course Modification**.
2. The Course Search screen appears. **Select Active** . Using drop down menu titled “Discipline”...*(in the Middle of the screen)*, ... **select your discipline** from the drop down menu (most will have only one, some faculty will have more than one). (select the one where the course is located). *If you don’t find that you are not “attached to your discipline” let me know.*
3. Put in the course number you are modifying in the Course Number box..**Hit [OK]** (The title will fill in). If you don’t specify a particular course all active courses will appear.
4. When the Course appears (you will see three) iconsA “WR”, a pencil, and two overlapping sheets of paper. The icon Legend is on the right hand side of the screen.
5. You will **select the COPY** icon (two little overlapping sheets of paper). If you want to see what the current course outline looks like select the “WC” and print it out. In selecting the COPY icon , the system makes a copy and keeps the current version in the history files. Later you can select the CC icon and see the changes you made in highlights.
6. You will see a box “Course Review Proposal” with a Drop down menu... Select the appropriate approval process for your proposal. **There are 3 distinct approval processes from which to choose :** (Shared Modified Course proposal (if this course has the same rubric and course number as a LPC course then you would select this approval process), Modified Course Proposal or Deactivate a course (if you want to “delete/deactivate” a course.
7. Rationale: **Need to complete**. This is similar to the “Rationale explanation” the way we did it previously...type in reason for the modifications. Doesn’t have to be an extensive explanation..but the committee should understand clearly what is being modified and the necessity for the changes. **Hit [OK]**
8. You can add a co-contributor who can share in the development/modification of this proposal, if you want. This step is not required.
9. You will see a menu on the right with a series of boxes, (**course checklist**). Each item represents a separate element of the proposal. You will also see a list of directives on the left...telling you which elements (boxes) have to be completed (checked off). You access the element by selecting the item with the cursor, ex
COVER

The COVER page will appear... scroll down the page and see what is included in the cover page... you will need to write up a Class Schedule Description...this can be identical to the Catalog Description or you can write up a abbreviated Class Schedule description (I would suggest using the catalog description for now). There is a limit of 75 words for the Class Schedule description. At the bottom you will need to select the start date ... for each of proposals submitting in this Curriculum Cycle will be **Fall 2013**.

The Shared course box remains NO... If it says YES, check the NO box. If you are modifying a course with the same rubric/course number as a LPC course you are using the wrong process. Exit this one and select the Shared Course Modified Course Proposal.

Select **SAVE** and **FINISH** You will notice that when you select FINISH the “COVER” box has been checked off (menu on the right)...the page is now LOCKED. If you need to modify this page later you have to UNLOCK it first.

10. Proceed down the entire list. You will be presented with a editing tool at the top for some of the elements...works very much like a word processor.. just type your changes (add or delete) to the outline. Remember to SAVE ... and when finished with the page select **FINISH**
11. If there are no changes to the page you still have to scroll to the bottom and select FINISH to get that box checked off.
12. When all the boxes are checked off you will see the directives on the left disappear.. a red SUBMIT box by your proposal directive will appear. You are ready to SUBMIT your proposal into the approval process that you selected (see item 6 above). FOR NOW **DON'T “SUBMIT” YOUR PROPOSAL. JUST SAVE IT AND NOTIFY ME THAT YOU HAVE FINISHED.** This will change once we fine tune the approval process.
13. You will be able to monitor the progress of your proposal by logging in. Under **TRACK** select **MY PROPOSALS**. This will tell you where your proposal is in the approval process.
14. Once your proposal is submitted you may receive notifications from any of the reviewers. Those notifications will be e-mailed to you and will show up in your in box as System@governet.net CurricUNET Messages – Chabot. Some are comments from curriculua area faculty and some are directing you to make changes to your proposal and resubmit it into the approval process.
15. Please contact me directly if you encounter any problems or have questions. Your feedback will assist me in correcting errors in the CurricUNET system.

Guide 3: CurricUNET instructions for the ORIGINATOR (Course Author)

MONITORING YOUR PROPOSAL

First of all you need to know you can continually monitor your proposal while it is travelling through the CurricUNET approval process. You would Log in...under TRACK, select MY PROPOSALS and you would see a list of your proposals. This is where you can (“CHECK STATUS”) view the status of each of your proposals. You may see messages that were posted there by reviewers (you should have received an e-mail when a reviewer posts a message, however you can certainly check here also. If the work ORIGINATOR is highlighted in RED that means your proposal is back in your “in box” and you need to take Action to get it back in the approval process again.

GETTING A MESSAGE TO CHANGE SOMETHING in your proposal

You have a proposal in the CurricUNET approval process and you receive a note from a Curriculum member in the approval process who is reviewing to change/modify something in your proposal. You need to access your proposal to “edit” .

Here is what you do. Log into CurricUNET.

Go to **TRACK>>>>** you can select **MY PROPOSALS**..select the class you want to change.. see below* for what to do next.

For the proposal you need to edit ... select the button “Check Status”. You can see comments reviewers have made. You can make edits using the Pencil icon...

***Using the PENCIL ICON**

Use the **pencil icon** to “edit” your course. This will take you to the proposal where you will see the “course check Off” boxes on the left.

Locate the area that needs “editing”. You may have to “UNLOCK” that page before you can edit anything. Make the necessary “edits”. Check your work by selecting the WR icon to see the finish proposal. When finished with that box you are editing, be sure to select the “finish” button at the bottom.

Resubmitting the proposal

Now to get the proposal back into the review process you need to go to the HOME screen (or you can use the back arrow). You want to go back to the TRACK area and select MY APPROVALS .

Once again you will see the list of courses. Find the course that you just edited..and you will see an ACTION buttons on all the courses, but you only want to “take action” on the course you just edited. Hit that ACTION button.

On the screen you will see a place where you can make comments back to the person who had requested you edit something. For instance you could say. “Completed the requested edits” At the bottom of that screen there is a drop down menu ...depending on what level you are on..highlight that element. For instance you may be in the “pre-launch” mode. Select the **SAVE** button. This should sent your proposal back into the system.

Guide 4: Notification and Approval Process

Quick Reference Sheet

1. CurricUNET has sent an e-mail prompting you to review and take action on a curriculum proposal. Click on <http://www.curricunet.com/chabot> to enter the CurricUNET site.
2. Enter your **LOGIN** information: (*you will have already changed your Password, if not see instructions on How to Login and change your password*):
Your User Name is _____
Your User Password is: _____
(User Name and Password are case sensitive)

Click on **OK**
3. From the menu on the Left-hand column : Select **TRACK** then select **My Approvals**
4. **Approval Process** in the center of the screen you will see a dropdown/selection box: Select your role from the list (*you may have more than one role and you need to know what role you are performing for what part of the approval process*). Click on **NEXT**.

You may review the proposal in different ways: Explanation of icons:
WR: View the finished course outline
CI: View the impact this course has on other courses/programs
CC: For a proposal that is a revision of an existing “active” course or program this shows proposed changes
VS: Allows you to view actions taken thus far in the approval process for this proposal
C!: Allows you to view actions and comments on this proposal, identified by individual
5. After reviewing the course proposal, click on the **ACTION** dropdown menu at the bottom of that section. You are given previously established choices, typically you can “support/approve” the proposal, or “request changes”. Some reviewers are required to take Action as the proposal will not move forward without an action on their part. For others, comments are optional. You are essentially sending a message to the Originator and others who are part of the approval process. A “request change” message may mean the proposal will not go forward without the suggested changes (depending on your role in the process). Select the **Action** you wish to take. Click **Save**.
6. After taking action you will be presented back to the “My Approvals” page, proposals will be displayed, with any additional approvals for the selected role.

Appendix C: samples?

Do we want to do this, and if so, which courses are considered good examples, given the diversity of our offerings?